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FRAMEWORK OF EMOTIONAL INTELLIGENCE-A GLIMPSE

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ABSTRACT

In the modern world, the phrase emotional intelligence (EI) is frequently employed practically everywhere, even in contexts where it is completely incorrect. Many academic studies are currently examining emotional intelligence and how it affects people's performance in both their personal and professional lives. The idea of emotional intelligence adds to our understanding of human intellect and broadens our capacity for assessing general intelligence. Emotional intelligence is elusive, much like cognitive intelligence. Emotional intelligence, in general, focuses on the emotional, psychological, social, and survival elements of intelligence, which are frequently more crucial for daily functioning than the more conventional cognitive parts of intelligence. In this article, glimpse of emotional intelligence framework has been highlighted.

Keywords: Emotional, Intelligence, Human

Introduction

The ability to recognize, evaluate, and manage one's own, other people's, and group members' emotions is known as emotional intelligence (EI). Researchers' interest in emotional intelligence has increased recently (Bar-On, 2006; Goleman, 1995). Goleman (1995, 1998) noted that emotional intelligence refers to the capacity to understand and have sufficient ability to handle feelings in oneself and others.



According to Mayer, Salovey, and Caruso (2000), it is the capacity to understand and reason with emotions, absorb emotions in thought, and regulate one's own and other people's emotions. According to Goleman (1995), how people interact with the outside environment is a reflection of their emotional intelligence. In this way, emotionally intelligent individuals consider both their own emotions as well as those of others. Among other things, they are self-assured, thoughtful, and conscious of their strengths and flaws. Additionally, since emotions are crucial to maintaining mental health, emotional intelligence has some connection to people's mental well-being.

Framework

According to Mayer and Salovey (1995), emotional intelligence is the capacity to adaptively identify, comprehend, control, and harness one's own and other people's emotions as well as to use emotion to speed up cognitive processes (Mayer et al., 2002). In the literature on emotional intelligence, it has been described as both a reasonably persistent attribute and an ability (Mayer et al., 2002). It is impossible to ignore someone's self-esteem (Carmeli et al., 2007).

According to Mayer et al. (2002), emotional intelligence is a combination of several emotional reasoning skills rather than being a single trait or talent. Understanding the significance of various emotional states and how they relate to other sensory experiences is necessary for emotional perception. Understanding emotions requires knowledge of how fundamental emotions combine to create complex emotions. Controlling one's own and other people's emotions is included in the concept of regulating emotions. The degree to which a person detects, comprehends, and controls their emotions—essential components of good mental health—is a measure of their emotional intelligence. Success requires emotional intelligence. Research and curriculum development at these institutions have been influenced by the concept of emotional intelligence. Researchers have come to the conclusion that happy people are better at handling their own emotions and interacting with others. Contrary to unhappy people, happy people are more likely to remember information and do it more efficiently.



The benefits of developing emotional intelligence last a lifetime. Many parents and educators are scrambling to give youngsters the emotional intelligence skills they need as a result of the rising levels of conflict among young schoolchildren, which range from low self-esteem to early drug and alcohol use to despair. And in businesses, using emotional intelligence in training programmes has improved employee motivation and cooperation, boosting output and profits.

When combined with other factors, emotional intelligence can be as potent as, and even more so than, IQ, which accounts for just around 20% of life success. Emotional intelligence may be a more accurate predictor of life success than intelligence quotient.

In terms of the physical, emotional, and social facets of life, adolescence is a time of rapid change. Teenagers struggle with aggression, which drives them to engage in destructive behaviour like drug use, murderous thoughts, and suicidal thoughts. Such behaviour have emotional disturbances, poor interpersonal relationships, and negative relationships with parents, families, and schools as their root causes. Therefore, it was proposed to research teen groups' emotional intelligence.

CONCLUSION

Teenagers' emotions are one factor that has frequently been disregarded in schools and society at large. Performance and grades are used to evaluate students. Their abilities in acting, drawing, singing, and other areas are evaluated. But emotional intelligence, as it has been characterized, is a fundamental quality shared by all of us and pupils alike that is typically not evaluated. According to Mayer and Salovey (1993), "a type of social intelligence that entails the ability to monitor one's own and others' emotions, to discern between them, and to utilize the information to inform one's thinking and behaviour." Many people today believe that emotional intelligence is crucial for leading successful lives (Goleman, 1995). It can be very beneficial to students' daily difficulties to learn about their emotions, how they interact with others, and how to take responsibility for their own actions. Furthermore, students' mental health and self-concept are influenced by their understanding of emotions, which is crucial for promoting a seamless transition from childhood to adulthood.



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